

Promoting health & nutrition through school garden education

M.S. Horticulture project with Kelly Ann Atterberry, LeeAnne Riddle and Carol Miles

Locally grown dry beans



School garden-based dry bean education



Garden-Based Pulse Nutrition and Biology Grade 4 Curriculum
Spring and Fall Lessons for the School Garden and the Classroom

Next Generation Science Standards
4-LS1-1. Construct an argument that plants and animals have internal and external structures that function to support survival, growth, behavior, and reproduction.
www.nextgenscience.org

OSPI Health Standards
2.1. Understands relationship of nutrition and food nutrients to body composition and physical performance.
1.5. Understands foundation of health.
<https://www.k12.wa.us/healthfitness/Standards.aspx>



School gardens are a valuable tool for education. A school garden can serve as a biological classroom, where students use all their senses while increasing academic achievement. Students learn by connecting to the earth, growing and eating new foods, and learning in a positive environment. School garden education has been shown to increase knowledge and consumption of fruits and vegetables. Healthy eating habits learned at a young age will likely be carried into adulthood.

What is a Pulse
Pulse crops are in the legume family, *Fabaceae*, and consist of plants that fix (absorb) atmospheric nitrogen through roots in the soil, are high in protein, and bear seeds in pods. Pulses include dry beans, dry peas, garbanzos (chickpeas), and lentils. The name pulse comes from the Latin word, *puls*, meaning a thick soup.
This curriculum will work well for any pulse crop that is to be planted in your school garden. In northwest Washington, dry beans are the crop that grows best and so are used in this curriculum.



Planting, harvesting, and measuring dry beans in the school garden classroom



Connecting local farmers to school cafeterias



Download school garden curriculum at:
<http://vegetables.wsu.edu/schoolgarden/>